ELA Grade 3

Standard	Below Basic	Basic	Proficient	Advanced
Standards	Students who perform at this level have not demonstrated mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are not prepared for the next level of study.	Students who perform at this level demonstrate partial mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are minimally prepared for the next level of study.	Students who perform at this level demonstrate mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are well prepared for the next level of study.	Students who perform at this level demonstrate superior mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are significantly prepared for the next level of study.
Language	A student at this level has not demonstrated basic understanding of language skills of Standard English through usage, mechanics, spelling, and sentence structure; knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.	A student at this level demonstrates inconsistent use of Standard English through usage, mechanics, spelling, and sentence structure; knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.	A student at this level demonstrates partial grade level mastery by typical use of Standard English through usage, mechanics, spelling, and sentence structure; knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.	A student at this level demonstrates a grade level mastery by consistent use of Standard English through usage, mechanics, spelling, and sentence structure; knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.
Communication	A student at this level has not demonstrated basic understanding of listening and speaking skills necessary for communication.	A student at this level demonstrates below grade level mastery by inconsistent use of basic listening and speaking skills necessary for communication.	A student at this level demonstrates partial grade level mastery by typically developing basic listening and speaking skills necessary for communication.	A student at this level demonstrates grade level mastery by consistently using listening and speaking skill necessary for communication.
Writing	A student at this level has not demonstrated basic understanding of writing skills, as prompted, for a variety of purposes and audiences, in a variety of modes and genres. The student does not understand or use the basic steps of the writing process.	A student at this level demonstrates below grade level mastery by inconsistently writing, as prompted, for a variety of purposes and audiences, in a variety of modes and genres. The student attempts some steps of the writing process.	A student at this level demonstrates partial grade level mastery by typically writing for a variety of purposes and audiences, in a variety of modes and genres. The student demonstrates the steps of the writing process.	A student at this level demonstrates grade level mastery by consistently writing for a variety of purposes and audiences, in a variety of modes and genres. The student applies the steps of the writing process.

Research	A student at this level has not demonstrated basic understanding of identifying a grade-appropriate research topic. The student does not gather information from a single source to support a research topic and does not present results in a simple written report.	A student at this level demonstrates below grade level mastery by inconsistently identifying a grade-appropriate research topic. Student gathers information from a single source to support a research topic and presents results in a simple written report.	A student at this level demonstrates partial grade level mastery by typically identifying and narrowing a gradeappropriate research topic. Student gathers information from a variety of sources to support a research topic and presents results in a simple written report.	A student at this level demonstrates grade level mastery by consistently identifying and narrowing a research topic. Student gathers information from a variety of sources to support a research topic and presents results in a written report.
Logic	A student at this level has not demonstrated basic understanding of developing logic skills to facilitate learning and to enhance thoughtful reasoning. The student does not use logic skills to make inferences or draw conclusions in oral and written contexts.	A student at this level demonstrates below grade level mastery by inconsistently developing logic skills to facilitate learning and to enhance thoughtful reasoning. The student seldom uses logic skills to make inferences and draw conclusions in oral and written contexts.	A student at this level demonstrates partial grade level mastery by typically developing logic skills to facilitate learning and to enhance thoughtful reasoning. The student often uses logic skills to make inferences and draw conclusions in oral and written context and applies to classroom situations and applies them to selections read.	A student at this level demonstrates grade level mastery by consistently applying logic skills to facilitate learning and to enhance thoughtful reasoning. The student uses logic skills to make inferences and draw conclusions in oral and written contexts and applies logical reasoning to classroom situations and to selections read.
Informational Text	A student at this level has not demonstrated basic understanding of applying appropriate reading strategies to comprehend and recognize features of informational texts.	A student at this level demonstrates below grade level mastery by inconsistently applying appropriate reading strategies to comprehend and recognize features of informational texts.	A student at this level demonstrates partial grade level mastery by typically applying appropriate reading strategies to comprehend and recognize different features of informational texts.	A student at this level demonstrates grade level mastery by consistently applying appropriate reading strategies to comprehend and recognize different features of informational texts.
Media	A student at this level has not demonstrated basic understanding that media can provide sources of information and entertainment. The student does not use media to publish and present information.	A student at this level demonstrates below grade level mastery by inconsistently recognizing that media can provide sources of information and entertainment and by rarely using media to publish and present information.	A student at this level demonstrates partial grade level mastery by typically recognizing and media can provide sources of information and entertainment and by using media to publish and present information.	A student at this level demonstrates grade level mastery by consistently recognizing that media can provide sources of information and entertainment and by using a variety of media to publish and present information.

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Literature	A student at this level has not	A student at this level	A student at this level	A student at this level
	demonstrated basic understanding	demonstrates below grade level	demonstrates partial grade level	demonstrates grade level mastery
	of the reading process of using	mastery of the reading process by	mastery of the reading process by	of the reading process by
	active comprehension strategies	inconsistently using active	typically using active	consistently using active
	before, during, and after reading.	comprehension strategies before,	comprehension strategies before,	comprehension strategies before,
	The student does not understand	during, and after reading. The	during, and after reading. The	during, and after reading. The
	the most basic characteristics of	student understands the most	student explores basic literary	student learns the genre
	the genre and does not explore	basic characteristics of the genre	terms.	characteristics and literary terms
	basic literary terms.	and explores basic literary terms.		appropriate to grade level.

ELA Grade 4

Standard	Below Basic	Basic	Proficient	Advanced
Standards	Students who perform at this level have not demonstrated mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are not prepared for the next level of study.	Students who perform at this level demonstrate partial mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are minimally prepared for the next level of study.	Students who perform at this level demonstrate mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are well prepared for the next level of study.	Students who perform at this level demonstrate superior mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are significantly prepared for the next level of study.
Language	A student at this level has not demonstrated basic understanding of language skills of Standard English through usage, mechanics, spelling, and sentence structure. The student does not have knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.	A student at this level demonstrates below grade level mastery by inconsistent use of Standard English through usage, mechanics, spelling, and sentence structure; knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.	A student at this level demonstrates grade level mastery by typical use of Standard English through usage, mechanics, spelling, and sentence structure; knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.	The student at this level demonstrates a superior grade level mastery by consistent use of Standard English through usage, mechanics, spelling, and sentence structure; knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.
Communication	A student at this level has not demonstrated basic understanding of critical listening and speaking skills necessary for communication.	A student at this level demonstrates partial grade level mastery by inconsistent use of basic listening and speaking skills necessary for communication.	A student at this level demonstrates grade level mastery by typically developing oral language and speaking skills necessary for communication.	A student at this level demonstrates superior grade level mastery by consistently choosing exceptional oral language and listening skills when appropriate.
Writing	A student at this level has not demonstrated basic understanding of writing skills, as prompted, for a variety of purposes and audiences, in a variety of modes and genres. The student does not understand or use the basic steps of the writing process.	A student at this level demonstrates partial grade level mastery by inconsistently writing, as prompted, for a variety of purposes and audiences, in a variety of modes and genres. The student attempts some steps of the writing process.	A student at this level demonstrates grade level mastery by typically writing for a variety of purposes and audiences, in a variety of modes and genres. The student demonstrates the steps of the writing process.	A student at this level demonstrates superior grade level mastery by consistently writing for a variety of purposes and audiences, in a variety of modes and genres. The student applies the steps of the writing process.

Research	A student at this level has not demonstrated basic understanding of using research to access and present information, collect, organize, and determine reliability. The student does not present research results in a simple written report.	A student at this level demonstrates partial grade level mastery by inconsistently attempting to use research to access and present information, collect, organize, and determine reliability. The student presents the research results in a written report.	A student at this level demonstrates grade level mastery by typically conducting and using research to access and present information, and to collect, organize, and determine reliability. The student presents the research results in a written report.	A student at this level demonstrates superior grade level mastery by consistently conducting and using research to access and present information, collect, organize, and determine reliability. The student presents the research results in a high-quality written report.
Logic	A student at this level has not demonstrated basic understanding of developing logic skills to facilitate learning and to enhance thoughtful reasoning. The student does not apply logic skills to classroom situations and to make selections to read.	A student at this level demonstrates partial grade level mastery by inconsistently developing logic skills to facilitate learning and to enhance thoughtful reasoning. The student begins to apply logic skills to classroom situations and to selections read.	A student at this level demonstrates grade level mastery by typically continuing to develop logic skills to facilitate learning and to enhance thoughtful reasoning. The student applies logic skills to classroom situations and to selections read.	A student at this level demonstrates superior grade level mastery by consistently applying logic skills to facilitate learning and to enhance thoughtful reasoning. The student consistently applies logic skills to classroom situations and to selections read.
Informational	A student at this level has not	A student at this level	A student at this level	A student at this level
Text	demonstrated basic understanding of applying skills and strategies to text and by recognizing key features in informational texts.	demonstrates partial grade level mastery by inconsistently applying skills and strategies to text and by recognizing key features in informational texts.	demonstrates grade level mastery by typically applying skills and strategies to text and by recognizing the key features in informational texts.	demonstrates superior grade level mastery by consistently applying skills and strategies in text and by recognizing the different key features in informational texts.
Media	A student at this level has not demonstrated basic understanding that media can provide sources of information and entertainment. The student does not use media to publish and present information.	A student at this level demonstrates partial grade level mastery by inconsistently recognizing that media can be a source of information and entertainment and by using media to publish and present information.	A student at this level demonstrates grade level mastery by typically recognizing that media can be a source of information and entertainment and by using media to publish and present information.	A student at this level demonstrates superior grade level mastery by consistently recognizing that media can be a source of information and entertainment and by using a variety of media to publish and present information.
Literature	A student at this level has not demonstrated basic understanding of the reading process of using active comprehension strategies	A student at this level demonstrates partial grade level mastery of the reading process by inconsistently using active	A student at this level demonstrates partial grade level mastery of the reading process by typically using active	A student at this level demonstrates superior grade level mastery by consistently using active comprehension strategies

to derive meaning while reading and to check for understanding after reading. The student does not know or understand the basic characteristics of the genres. The student does not recognize or understand basic literary terms. comprehension strategies to derive meaning while reading and to check for understanding after reading. The student knows and understands the basic characteristics of the genres. The student recognizes and understands basic literary terms.

comprehension strategies to derive meaning while reading and to check for understanding after reading. The student knows and understands the basic characteristics of the genres studied. The student recognizes and understands basic literary terms. to derive meaning while reading and to check for understanding after reading. The student applies the characteristics of the genres studied. The student recognizes and understands basic literary terms.

ELA Grade 5

Standard	Below Basic	Basic	Proficient	Advanced
Standards	Students who perform at this level have not demonstrated mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are not prepared for the next level of study.	Students who perform at this level demonstrate partial mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are minimally prepared for the next level of study.	Students who perform at this level demonstrate mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are well prepared for the next level of study.	Students who perform at this level demonstrate superior mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are significantly prepared for the next level of study.
Language	A student at this level has not demonstrated basic understanding of language skills of Standard English through usage, mechanics, spelling, and sentence structure. The student does not have knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases	A student at this level demonstrates partial grade level mastery by inconsistently using standard grammar, usage, mechanics, spelling, and sentence structure; by knowing strategies and resources to determine the definition, pronunciation, and usage of words and phrases.	A student at this level demonstrates grade level mastery by typically using standard grammar, usage, and mechanics, spelling, and sentence structure; by knowing strategies and resources to determine the definition, pronunciation, and usage of words and phrases.	The student at this level demonstrates a superior grade level mastery by consistently using standard grammar, usage, mechanics, spelling, and sentence structure; by knowing strategies and resources to determine the definition, pronunciation, and usage of words and phrases.
Communication	A student at this level has not demonstrated basic understanding of critical listening and speaking skills necessary for comprehension and task completion. The student does not begin to develop strategies for expressing thoughts and ideas clearly and effectively and to explore organizational structures of speeches. The student does not participate in teams for work and discussion.	A student at this level demonstrates partial grade level mastery by inconsistently using critical listening skills necessary for comprehension and task completion. In addition the student begins to develop strategies for expressing thoughts and ideas clearly and effectively, begins to explore organizational structures of speeches, and participates in teams for work and discussion.	A student at this level demonstrates grade level mastery by typically using critical listening skills necessary for comprehension and task completion. In addition the student develops strategies for expressing thoughts and ideas clearly and effectively, explores organizational structures of speeches, and participates in teams for work and discussion.	A student at this level demonstrates superior grade level mastery by consistently using critical listening skills necessary for comprehension and task completion. In addition the student applies strategies when expressing thoughts and ideas, uses organization structures of speeches, and participates in teams for work and discussion.

Writing	A student at this level has not demonstrated basic understanding of writing, as prompted, for a variety of purposes and audiences, in a variety of modes and genres. The student does not	A student at this level demonstrates partial grade level mastery by inconsistently writing, as prompted, for a variety of purposes and audiences, in a variety of modes and genres. The	A student at this level demonstrates grade level mastery by typically writing for a variety of purposes and audiences, in a variety of modes and genres. The student demonstrates the steps of	A student at this level demonstrates superior grade level mastery by consistently writing for a variety of purposes and audiences, in a variety of modes and genres. The student applies
	understand or use the basic steps of the writing process.	student attempts some steps of the writing process.	the writing process.	the steps of the writing process.
Research	A student at this level has not demonstrated basic understanding of using research to access and present information, collect, organize, and determine reliability a research topic. The student cannot present results in a written report.	A student at this level demonstrates partial grade level mastery by inconsistently attempting to use research to access and present information, collect, organize, and determine reliability. The student presents the research results in a written report.	A student at this level demonstrates grade level mastery by typically conducting and using research to access and present information, collect, organize, and determine reliability. The student presents the research results in a written report, citing the resources used.	A student at this level demonstrates superior grade level mastery by consistently conducting and using research to access and present information, collect, organize, and determine reliability. The student presents the research results in an exceptional written report, citing multiple resources.
Logic	A student at this level has not demonstrated basic understanding of refining logic skills and reasoning. The student does not demonstrate some use of logic to make inferences and to draw conclusions in oral and written contexts, and does not exhibit an awareness of persuasive devices.	A student at this level demonstrates partial grade level mastery by inconsistently refining logic skills and reasoning. The student demonstrates some use of logic to make inferences and to draw conclusions in oral and written contexts, and exhibits an awareness of persuasive devices.	A student at this level demonstrates grade level mastery by typically refining logic skills to facilitate learning and to enhance thoughtful reasoning. The student demonstrates a use of logic to make inferences and to draw conclusions in a variety of oral and written contexts, and explores the concept of persuasive devices.	A student at this level demonstrates superior grade level mastery by consistently refining logic skills to facilitate learning and to enhance thoughtful reasoning. The student consistently demonstrates a use of logic to make inferences and to draw conclusions in a variety of oral and written contexts, and explores the concept of persuasive devices.
Informational Text	A student at this level has not demonstrated basic understanding of applying appropriate reading skills and strategies to recognize the text features and to explore the organizational structures in informational texts	A student at this level demonstrates partial grade level mastery by inconsistently applying skills and strategies, recognizing the text features, and exploring the organizational structures in informational texts.	A student at this level demonstrates grade level mastery by typically applying appropriate skills and strategies, recognizing the different text features, and exploring the organizational structures to comprehend informational texts.	A student at this level demonstrates superior grade level mastery by consistently applying appropriate skills and strategies, evaluating the different text features, and utilizing organizational structures to comprehend informational texts.
Media	A student at this level has not	A student at this level	A student at this level	A student at this level

	demonstrated basic understanding	demonstrates partial grade level	demonstrates grade level mastery	demonstrates superior grade level
	that media can provide sources of	mastery by inconsistently	by recognizing that media can	mastery by recognizing that
	information and entertainment by	recognizing that media can	provide sources of information	media can provide sources of
	using media to publish and	provide sources of information	and entertainment and by using	information and entertainment
	present information. The student	and entertainment and by using	media to publish and present	and by using a variety of media to
	does not recognize that the choice	media to publish and present	information. The student	publish and present information.
	of media influences the message	information. The student	understands that the choice of	The student recognizes that the
	in a presentation and is not aware	recognizes that the choice of	media influences the message in a	choice of media influences the
	of how message or meaning	media influences the message in a	presentation and is aware of how	message in a presentation and
	changes in a written work.	presentation and is aware of how	message or meaning changes	states how message or meaning
		message or meaning changes in a	when a written work is translated	changes when a written work is
		written work.	into a visual presentation.	translated into a visual
				presentation.
Literature	A student at this level has not	A student at this level	A student at this level	A student at this level
	demonstrated basic understanding	demonstrates partial grade level	demonstrates grade level mastery	demonstrates superior grade level
	of the reading process of using	mastery by inconsistently using	by typically using previously	mastery by consistently using
	active comprehension strategies	previously learned	learned comprehension strategies	previously learned
	before, during, and after reading	comprehension strategies before,	before, during, and after reading.	comprehension strategies before,
	various literary genres. The	during, and after reading. The	The student experiences various	during, and after reading. The
	student does not recognize basic	student is exposed to various	types of literature and	student selects various types of
	literary terms.	literary genres. The student	understands the basic	literature and understands
		recognizes basic literary terms.	characteristics of the genres. The	characteristics of the genres. The
			student recognizes and	student consistently applies and
			understands basic literary terms.	utilizes literary terms.

ELA Grade 6

Standard	Below Basic	Basic	Proficient	Advanced
Standards	Students who perform at this level have not demonstrated mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are not prepared for the next level of study.	Students who perform at this level demonstrate partial mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are minimally prepared for the next level of study.	Students who perform at this level demonstrate mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are well prepared for the next level of study.	Students who perform at this level demonstrate superior mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are significantly prepared for the next level of study.
Language	A student at this level has not demonstrated basic understanding of using standard grammar, usage, and mechanics. The student does not use a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases. The student does not understand or use a variety of sentence structures.	A student at this level demonstrates partial grade level mastery by inconsistently using standard grammar, usage, and mechanics. The student inconsistently employs a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases. The student inconsistently understands and uses correctly a variety of sentence structures.	A student at this level demonstrates grade level mastery by typically using standard grammar, usage, and mechanics. The student typically employs a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases. The student typically understands and uses correctly a variety of sentence structures.	The student at this level demonstrates a superior grade level mastery by consistently using standard grammar, usage, and mechanics. The student consistently employs a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases. The student consistently understands and uses correctly a variety of sentence structures.
Communication	A student at this level has not demonstrated basic understanding of critical listening and speaking skills essential for comprehension, evaluation, problem solving, and task completion. The student has not begun to distinguish between a summary and a critique. The	A student at this level demonstrates partial grade level mastery by inconsistently using critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student inconsistently begins to distinguish between a summary	A student at this level demonstrates grade level mastery by typically using critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student typically begins to differentiate between summarizing and paraphrasing.	A student at this level demonstrates superior grade level mastery by consistently using critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student consistently begins to differentiate between

	student does not identify the thesis, main points, and organizational structure of a	and a critique. The student inconsistently identifies the thesis, main points, and	The student typically begins to distinguish between a summary and a critique. The student	summarizing and paraphrasing. The student consistently begins to distinguish between a summary
	speech.	organizational structure of a speech.	typically identifies the thesis, main points, and organizational structure of a speech.	and a critique. The student consistently identifies the thesis, main points, and organizational structure of a speech.
Writing	A student at this level has not demonstrated basic understanding of writing in a variety of modes for a variety of purposes and audiences. The student does not use a variety of prewriting strategies. The student does not organize ideas into an essay with an introduction, developing paragraphs, appropriate transitions, and conclusion. The student does not refine strategies for editing and revising written work.	A student at this level demonstrates partial grade level mastery by inconsistently writing in a variety of modes for a variety of purposes and audiences. The student inconsistently employs a variety of prewriting strategies. The student inconsistently organizes ideas into an essay with an introduction, developing paragraphs, appropriate transitions, and conclusion. The student inconsistently refines strategies for editing and revising written work.	A student at this level demonstrates grade level mastery by typically writing in a variety of modes for a variety of purposes and audiences. The student typically employs a variety of prewriting strategies. The student typically organizes ideas into an essay with an introduction, developing paragraphs, appropriate transitions, and conclusion. The student typically refines strategies for editing and revising written work.	A student at this level demonstrates superior grade level mastery by consistently writing in a variety of modes for a variety of purposes and audiences. The student consistently employs a variety of prewriting strategies. The student consistently organizes ideas into an essay with an introduction, developing paragraphs, appropriate transitions, and conclusion. The student consistently refines strategies for editing and revising written work.
Research	A student at this level has not demonstrated basic understanding of defining and narrowing a problem or research topic. The student does not make distinctions about the validity of sources and does not gather and use relevant information from a variety of primary and secondary sources. The student cannot write a research paper using a standard format with technology and graphics.	A student at this level demonstrates partial grade level mastery by inconsistently defining and narrowing a problem or research topic. The student inconsistently makes distinctions about the validity of sources. The student inconsistently gathers and uses relevant information from a variety of primary and secondary sources. The student writes a research paper inconsistently using a standard format with technology and graphics.	A student at this level demonstrates grade level mastery by typically defining and narrowing a research topic. The student typically makes distinctions about the validity of sources. The student typically gathers and uses relevant information from a variety of primary and secondary sources. The student writes a research paper typically using a standard format with technology and graphics.	A student at this level demonstrates superior grade level mastery by consistently defining and narrowing a research topic. The student consistently makes distinctions about the validity of sources. The student consistently gathers and uses relevant information from a variety of primary and secondary sources. The student writes a research paper consistently using a standard format with technology and graphics.

Logic	A student at this level has not	A student at this level	A student at this level	A student at this level
	demonstrated basic understanding	demonstrates partial grade level	demonstrates grade level mastery	demonstrates superior grade level
	of logic skills to make inferences	mastery of the reading process.	of the reading process. The	mastery of the reading process.
	and draw conclusions in a variety	The student inconsistently uses	student typically uses logic to	The student consistently uses
	of oral and written contexts. The	logic to make inferences and	make inferences and draw	logic to make inferences and
	student does not analyze text for	draw conclusions in a variety of	conclusions in a variety of oral	draw conclusions in a variety of
	logical relationships, including	oral and written contexts. The	and written contexts. The student	oral and written contexts. The
	fact and opinion and cause-effect.	student inconsistently analyzes	typically analyzes text for logical	student consistently analyzes text
	The student does not explore	text for logical relationships,	relationships, including fact and	for logical relationships,
	deductive and inductive	including fact and opinion and	opinion and cause-effect. The	including fact and opinion and
	reasoning and does not analyze	cause-effect. The student	student typically explores	cause-effect. The student
	communication for persuasive	inconsistently explores deductive	deductive and inductive	consistently explores deductive
	devices.	and inductive reasoning. The	reasoning. The student typically	and inductive reasoning. The
		student inconsistently analyzes	analyzes communication for	student consistently analyzes
		communication for persuasive	persuasive devices.	communication for persuasive
		devices.		devices.
Informational	A student at this level has not	A student at this level	A student at this level	A student at this level
Text	demonstrated basic understanding	demonstrates partial grade level	demonstrates grade level mastery	demonstrates superior grade level
	of applying appropriate reading	mastery of the reading process.	of the reading process. The	mastery of the reading process.
	strategies to comprehend and	The student inconsistently	student typically comprehends	The student consistently
	summarize the main ideas and	comprehends and summarizes the	and summarizes the main ideas	comprehends and summarizes the
	supporting details of	main ideas and supporting details	and supporting details of	main ideas and supporting details
	informational texts. The student	of informational texts. The	informational texts. The student	of informational texts. The
	does not identify the	student inconsistently identifies	typically identifies the	student consistently identifies the
	organizational structures of	the organizational structures of	organizational structures of	organizational structures of
	informational texts and does not	informational texts. The student	informational texts. The student	informational texts. The student
	read, interpret, and analyze the	inconsistently reads, interprets,	typically reads, interprets, and	consistently reads, interprets, and
	text features of informational	and analyzes the text features of	analyzes the text features of	analyzes the text features of
35.31	texts.	informational texts.	informational texts.	informational texts.
Media	A student at this level has not	A student at this level	A student at this level	A student at this level
	demonstrated the basic	demonstrates partial grade level	demonstrates grade level mastery	demonstrates superior grade level
	understanding of analyzing media	mastery by inconsistently	by typically analyzing media for	mastery by consistently analyzing
	for their ability to inform,	analyzing media for their ability	their ability to inform, persuade,	media for their ability to inform,
	persuade, and entertain. The	to inform, persuade, and	and entertain. The student	persuade, and entertain. The
	student does not examine the	entertain. The student	typically examines the	student consistently recognizes
	relationship between the visual	inconsistently examines the	relationship between the visual	how visual and sound techniques

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	and the verbal in media. The	relationship between the visual	and the verbal in media. The	affect messages in various media.
	student does not recognize how	and the verbal in media. The	student typically recognizes how	The student consistently applies
	visual and sound techniques	student inconsistently recognizes	visual and sound techniques	and adapts the principles of
	affect messages in various media.	how visual and sound techniques	affect messages in various media.	written composition to create
	The student does not apply and	affect messages in various media.	The student typically applies and	coherent media productions.
	adapt the principles of written	The student inconsistently applies	adapts the principles of written	
	composition to create coherent	and adapts the principles of	composition to create coherent	
	media productions.	written composition to create	media productions.	
		coherent media productions.		
Literature	A student at this level has not	A student at this level	A student at this level	A student at this level
	demonstrated basic understanding	demonstrates partial grade level	demonstrates grade level mastery	demonstrates superior grade level
	of the reading process of reading	mastery of the reading process.	of the reading process. The	mastery of the reading process.
	and comprehending a variety of	The student inconsistently reads	student typically reads and	The student consistently reads
	works from various forms of	and comprehends a variety of	comprehends a variety of works	and comprehends a variety of
	literature. The student does not	works from various forms of	from various forms of literature.	works from various forms of
	analyze works of literature with	literature. The student	The student typically analyzes	literature. The student
	regard to their historical periods.	inconsistently analyzes works of	works of literature with regard to	consistently analyzes works of
	The student does not understand	literature with regard to their	their historical periods. The	literature with regard to their
	the characteristics, conventions,	historical periods. The student	student typically understands the	historical periods. The student
	and literary terms of a variety of	inconsistently understands the	characteristics, conventions, and	consistently understands the
	literary genres.	characteristics, conventions, and	literary terms of a variety of	characteristics, conventions, and
		literary terms of a variety of	literary genres.	literary terms of a variety of
		literary genres.		literary genres.

ELA Grade 7

Standard	Below Basic	Basic	Proficient	Advanced
Standards	Students who perform at this level have not demonstrated mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are not prepared for the next level of study.	Students who perform at this level demonstrate partial mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are minimally prepared for the next level of study.	Students who perform at this level demonstrate mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are well prepared for the next level of study.	Students who perform at this level demonstrate superior mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are significantly prepared for the next level of study.
Language	A student at this level has not demonstrated basic understanding of using standard grammar, usage, and mechanics. The student does not a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases. The student does not understand and use a variety of sentence structures.	A student at this level demonstrates partial grade level mastery by inconsistently using standard grammar, usage, and mechanics. The student inconsistently employs a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases. The student inconsistently understands and uses correctly a variety of sentence structures.	A student at this level demonstrates grade level mastery by typically using standard grammar, usage, and mechanics. The student typically employs a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases. The student typically understands and uses correctly a variety of sentence structures.	The student at this level demonstrates a superior grade level mastery by consistently using standard grammar, usage, and mechanics. The student consistently employs a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases. The student consistently understands and uses correctly a variety of sentence structures.
Communication	A student at this level has not demonstrated basic understanding of using critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student does not distinguish among summaries, paraphrases, and critiques. The student does not	A student at this level demonstrates partial grade level mastery by inconsistently using critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student inconsistently distinguishes among summaries, paraphrases,	A student at this level demonstrates grade level mastery by typically using critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student typically begins to differentiate between summarizing and paraphrasing.	A student at this level demonstrates superior grade level mastery by consistently using critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student consistently distinguishes among summaries, paraphrases, and

			The student typically	critiques. The student
	and organizational structure of a	inconsistently identifies the	distinguishes among summaries,	consistently identifies and
S	speech.	thesis, main points, and	paraphrases, and critiques. The	analyzes the thesis, main points,
		organizational structure of a	student typically identifies and	and organizational structure of a
		speech.	analyzes the thesis, main points,	speech.
			and organizational structure of a	
			speech.	
Writing	A student at this level has not	.A student at this level	A student at this level	A student at this level
C	demonstrated basic understanding	demonstrates partial grade level	demonstrates grade level mastery	demonstrates superior grade level
C	of writing in a variety of modes	mastery by inconsistently writing	by typically writing in a variety	mastery by consistently writing in
	for a variety of purposes and	in a variety of modes for a variety	of modes for a variety of	a variety of modes for a variety of
a	audiences. The student does not	of purposes and audiences. The	purposes and audiences. The	purposes and audiences. The
	use a variety of prewriting	student inconsistently employs a	student typically employs a	student consistently employs a
	strategies. The student does not	variety of prewriting strategies.	variety of prewriting strategies.	variety of prewriting strategies.
	organize ideas into an essay with	The student inconsistently	The student typically organizes	The student consistently
a	an introduction, developing	organizes ideas into an essay with	ideas into an essay with an	organizes ideas into an essay with
	paragraphs, appropriate	an introduction, developing	introduction, developing	an introduction, developing
	transitions, and conclusion. The	paragraphs, appropriate	paragraphs, appropriate	paragraphs, appropriate
	student does not refine strategies	transitions, and conclusion. The	transitions, and conclusion. The	transitions, and conclusion. The
	for editing and revising written	student inconsistently refines	student typically refines strategies	student consistently refines
V	work.	strategies for editing and revising	for editing and revising written	strategies for editing and revising
		written work.	work.	written work.
	A student at this level has not	A student at this level demonstrates	A student at this level demonstrates	A student at this level demonstrates
	demonstrated basic understanding	partial grade level mastery by	grade level mastery by typically	superior grade level mastery by
	of defining and narrowing a	inconsistently defining and	defining and narrowing a research	consistently defining and
	problem or research topic. The	narrowing a problem or research	topic. The student typically makes	narrowing a research topic. The
	student does not make distinctions	topic. The student inconsistently	distinctions about the validity of	student consistently makes
	about the validity of sources. The	makes distinctions about the	sources. The student typically	distinctions about the validity of
	student does not gather and use relevant information from a variety	validity of sources. The student inconsistently gathers and uses	gathers and uses relevant information from a variety of	sources. The student consistently gathers and uses relevant
	of primary and secondary sources.	relevant information from a variety	primary and secondary sources.	information from a variety of
	The student cannot write a research	of primary and secondary sources.	The student writes a research paper	primary and secondary sources.
	paper using a standard format with	The student writes a research paper	typically using a standard format	The student writes a research paper
_	technology and graphics.	inconsistently using a standard	with technology and graphics.	consistently using a standard
"	and Brapines.	format with technology and	seemiologi una grapines.	format with technology and
		graphics.		graphics.

Logic	A student at this level has not demonstrated basic understanding of logic to make inferences and draw conclusions in a variety of oral and written contexts. The student does not analyze text for logical relationships, including fact and opinion and cause-effect. The student does not explore deductive and inductive	A student at this level demonstrates partial grade level mastery of the reading process. The student inconsistently uses logic to make inferences and draw conclusions in a variety of oral and written contexts. The student inconsistently analyzes text for logical relationships, including fact and opinion and	A student at this level demonstrates grade level mastery of the reading process. The student typically uses logic to make inferences and draw conclusions in a variety of oral and written contexts. The student typically analyzes text for logical relationships, including fact and opinion and cause-effect. The	A student at this level demonstrates superior grade level mastery of the reading process. The student consistently uses logic to make inferences and draw conclusions in a variety of oral and written contexts. The student consistently analyzes text for logical relationships, including fact and opinion and
	reasoning and does not analyze communication for persuasive devices. The student does not explore the concepts of premises and logical fallacies.	cause-effect. The student inconsistently explores deductive and inductive reasoning. The student inconsistently analyzes communication for persuasive devices. The student inconsistently explores the concept of premises. The student inconsistently explores logical fallacies.	student typically demonstrates an understanding of deductive and inductive reasoning. The student typically analyzes communication for persuasive devices. The student typically explores the concept of premises. The student typically explores logical fallacies.	cause-effect. The student consistently explores deductive and inductive reasoning. The student consistently analyzes communication for persuasive devices. The student consistently explores the concept of premises. The student consistently explores logical fallacies.
Informational Text	A student at this level has not demonstrated basic understanding of applying appropriate reading strategies to comprehend and to summarize main ideas and supporting details of informational texts. The student does not identify the organizational structures of informational texts. The student does not read, interpret, and analyze the text features of informational texts.	A student at this level demonstrates partial grade level mastery of the reading process. The student inconsistently comprehends and summarizes the main ideas and supporting details of informational texts. The student inconsistently identifies the organizational structures of informational texts. The student inconsistently reads, interprets, and analyzes the text features of informational texts.	A student at this level demonstrates grade level mastery of the reading process. The student typically comprehends and summarizes the main ideas and supporting details of informational texts. The student typically identifies the organizational structures of informational texts. The student typically reads, interprets, and analyzes the text features of informational texts.	A student at this level demonstrates superior grade level mastery of the reading process. The student consistently comprehends and summarizes the main ideas and supporting details of informational texts. The student consistently identifies the organizational structures of informational texts. The student consistently reads, interprets, and analyzes the text features of informational texts.

Media	A student at this level has not	A student at this level	A student at this level	A student at this level
	demonstrated basic understanding	demonstrates partial grade level	demonstrates grade level mastery	demonstrates superior grade level
	of analyzing media for their	mastery by inconsistently	by typically analyzing media for	mastery by consistently analyzing
	ability to inform, persuade, and	analyzing media for their ability	their ability to inform, persuade,	media for their ability to inform,
	entertain. The student does not	to inform, persuade, and	and entertain. The student	persuade, and entertain. The
	examine the relationship between	entertain. The student	typically examines the	student consistently recognizes
	the visual and the verbal in media	inconsistently examines the	relationship between the visual	how visual and sound techniques
	and does not recognize how	relationship between the visual	and the verbal in media. The	affect messages in various media.
	visual and sound techniques	and the verbal in media. The	student typically recognizes how	The student consistently applies
	affect messages in various media.	student inconsistently recognizes	visual and sound techniques	and adapts the principles of
	The student does not apply and	how visual and sound techniques	affect messages in various media.	written composition to create
	adapt the principles of written	affect messages in various media.	The student typically applies and	coherent media productions.
	composition to create coherent	The student inconsistently applies	adapts the principles of written	
	media productions	and adapts the principles of	composition to create coherent	
		written composition to create	media productions.	
		coherent media productions		
Literature	A student at this level has not	A student at this level	A student at this level	A student at this level
	demonstrated basic understanding	demonstrates partial grade level	demonstrates grade level mastery	demonstrates superior grade level
	of the reading process of	mastery of the reading process.	of the reading process. The	mastery of the reading process.
	comprehending a variety of	The student inconsistently reads	student typically reads and	The student consistently reads
	works from various forms of	and comprehends a variety of	comprehends a variety of works	and comprehends a variety of
	literature. The student does not	works from various forms of	from various forms of literature.	works from various forms of
	analyze literature with regard to	literature. The student	The student typically analyzes	literature. The student
	the historical period. The student	inconsistently analyzes works of	works of literature with regard to	consistently analyzes works of
	does not understand the	literature with regard to their	their historical periods. The	literature with regard to their
	characteristics, conventions, and	historical periods. The student	student typically understands the	historical periods. The student
	literary terms of a variety of	inconsistently understands the	characteristics, conventions, and	consistently understands the
	literary genres.	characteristics, conventions, and	literary terms of a variety of	characteristics, conventions, and
		literary terms of a variety of	literary genres.	literary terms of a variety of
		literary genres.		literary genres.

ELA Grade 8

Standard	Below Basic	Basic	Proficient	Advanced
Standards	Students who perform at this level have not demonstrated mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are not prepared for the next level of study.	Students who perform at this level demonstrate partial mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are minimally prepared for the next level of study.	Students who perform at this level demonstrate mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are well prepared for the next level of study.	Students who perform at this level demonstrate superior mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are significantly prepared for the next level of study.
Language	A student at this level has not demonstrated basic understanding of using standard grammar, usage, and mechanics. The student does not use a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases. The student does not understand and use a variety of sentence structures.	A student at this level demonstrates partial grade level mastery by inconsistently using standard grammar, usage, and mechanics. The student inconsistently employs a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases. The student inconsistently understands and uses correctly a variety of sentence structures.	A student at this level demonstrates grade level mastery by typically using standard grammar, usage, and mechanics. The student typically employs a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases. The student typically understands and uses correctly a variety of sentence structures.	The student at this level demonstrates a superior grade level mastery by consistently using standard grammar, usage, and mechanics. The student consistently employs a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases. The student consistently understands and uses correctly a variety of sentence structures.
Communication	A student at this level has not demonstrated basic understanding of using critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student does not distinguish among summaries, paraphrases, and critiques. The student does not	A student at this level demonstrates partial grade level mastery by inconsistently using critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student inconsistently distinguishes among summaries, paraphrases,	A student at this level demonstrates grade level mastery by typically using critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student typically begins to differentiate between summarizing and paraphrasing.	A student at this level demonstrates superior grade level mastery by consistently using critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student consistently distinguishes among summaries, paraphrases, and

	identify the thesis, main points,	and critiques. The student	The student typically	critiques. The student
	and organizational structure of a	inconsistently identifies the	distinguishes among summaries,	consistently identifies and
	speech.	thesis, main points, and	paraphrases, and critiques. The	analyzes the thesis, main points,
		organizational structure of a	student typically identifies and	and organizational structure of a
		speech.	analyzes the thesis, main points,	speech.
			and organizational structure of a	
			speech.	
Writing	A student at this level has not	A student at this level	A student at this level	A student at this level
	demonstrated basic understanding	demonstrates partial grade level	demonstrates grade level mastery	demonstrates superior grade level
	of writing in a variety of modes	mastery by inconsistently writing	by typically writing in a variety	mastery by consistently writing in
	for a variety of purposes and	in a variety of modes for a variety	of modes for a variety of	a variety of modes for a variety of
	audiences. The student does not	of purposes and audiences. The	purposes and audiences. The	purposes and audiences. The
	use a variety of prewriting	student inconsistently employs a	student typically employs a	student consistently employs a
	strategies. The student does not	variety of prewriting strategies.	variety of prewriting strategies.	variety of prewriting strategies.
	organize ideas into an essay with	The student inconsistently	The student typically organizes	The student consistently
	an introduction, developing	organizes ideas into an essay with	ideas into an essay with an	organizes ideas into an essay with
	paragraphs, appropriate	an introduction, developing	introduction, developing	an introduction, developing
	transitions, and conclusion. The	paragraphs, appropriate	paragraphs, appropriate	paragraphs, appropriate
	student does not refine strategies	transitions, and conclusion. The	transitions, and conclusion. The	transitions, and conclusion. The
	for editing and revising written	student inconsistently refines	student typically refines strategies	student consistently refines
	work.	strategies for editing and revising	for editing and revising written	strategies for editing and revising
		written work.	work.	written work.
Research	A student at this level has not	A student at this level demonstrates	A student at this level demonstrates	A student at this level demonstrates
	demonstrated basic understanding	partial grade level mastery by	grade level mastery by typically	superior grade level mastery by
	of defining and narrowing a	inconsistently defining and	defining and narrowing a research	consistently defining and
	problem or research topic. The	narrowing a problem or research	topic. The student typically makes	narrowing a research topic. The
	student does not make distinctions	topic. The student inconsistently makes distinctions about the	distinctions about the validity of	student consistently makes
	about the validity of sources. The student does not gather and use	validity of sources. The student	sources. The student typically gathers and uses relevant	distinctions about the validity of sources. The student consistently
	relevant information from a variety	inconsistently gathers and uses	information from a variety of	gathers and uses relevant
	of primary and secondary sources.	relevant information from a variety	primary and secondary sources.	information from a variety of
	The student cannot write a research	of primary and secondary sources.	The student writes a research paper	primary and secondary sources.
	paper using a standard format with	The student writes a research paper	typically using a standard format	The student writes a research paper
	technology and graphics.	inconsistently using a standard	with technology and graphics.	consistently using a standard
		format with technology and		format with technology and
		graphics.		graphics.

Logic	A student at this level has not	A student at this level	A student at this level	A student at this level
	demonstrated basic understanding	demonstrates partial grade level	demonstrates grade level mastery	demonstrates superior grade level
	of using logic to make inferences	mastery by inconsistently using	by typically using logic to make	mastery by consistently using
	and draw conclusions in a variety	logic to make inferences and	inferences and draw conclusions	logic to make inferences and
	of oral and written contexts. The	draw conclusions in a variety of	in a variety of oral and written	draw conclusions in a variety of
	student does not demonstrate an	oral and written contexts; by	contexts. The student typically	oral and written contexts. The
	understanding of deductive and	inconsistently demonstrating an	analyzes text for logical	student consistently analyzes text
	inductive reasoning. The student	understanding of deductive and	relationships, including fact and	for logical relationships,
	does not analyze communication	inductive reasoning; by	opinion and cause-effect. The	including fact and opinion and
	for persuasive devices and does	inconsistently analyzing	student typically demonstrates an	cause-effect. The student
	not explore the concept of	communication for persuasive	understanding of deductive and	consistently demonstrates an
	premises and logical fallacies.	devices; inconsistently exploring	inductive reasoning. The student	understanding of deductive and
		the concept of premises; and	typically analyzes	inductive reasoning. The student
		inconsistently exploring logical	communication for persuasive	consistently analyzes
		fallacies.	devices. The student typically	communication for persuasive
			explores the concept of premises.	devices. The student consistently
			The student typically explores	explores the concepts of premises
			logical fallacies.	and logical fallacies.
Informational	A student at this level has not	A student at this level	A student at this level	A student at this level
Text	demonstrated basic understanding	demonstrates partial grade level	demonstrates grade level mastery	demonstrates superior grade level
	of comprehending, summarizing,	mastery by inconsistently	by typically comprehending,	mastery by consistently
	and analyzing the main ideas,	comprehending, summarizing,	summarizing, and analyzing the	comprehending, summarizing,
	supporting details, organizational	and analyzing the main ideas,	main ideas, supporting details,	and analyzing the main ideas,
	structures, and text features of	supporting details, organizational	organizational structure, and text	supporting details, organizational
	informational texts.	structures, and text features of	features of informational texts.	structures, and text features of
		informational texts.		informational texts.
Media	A student at this level has not	A student at this level	A student at this level	A student at this level
	demonstrated basic understanding	demonstrates partial grade level	demonstrates grade level mastery	demonstrates superior grade level
	of analyzing media for their	mastery by inconsistently	by typically analyzing media for	mastery by consistently analyzing
	ability to inform, persuade, and	analyzing media for their ability	their ability to inform, persuade,	media for their ability to inform,
	entertain. The student does not	to inform, persuade, and	and entertain. The student	persuade, and entertain. The
	examine the relationship between	entertain. The student	typically examines the	student consistently recognizes
	the visual and the verbal in media	inconsistently examines the	relationship between the visual	how visual and sound techniques
	and does not recognize how	relationship between the visual	and the verbal in media. The	affect messages in various media.
	visual and sound techniques	and the verbal in media. The	student typically recognizes how	The student consistently applies
	affect messages in various media.	student inconsistently recognizes	visual and sound techniques	and adapts the principles of

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	The student does not apply and adapt the principles of written composition to create coherent media productions.	how visual and sound techniques affect messages in various media. The student inconsistently applies and adapts the principles of written composition to create coherent media productions.	affect messages in various media. The student typically applies and adapts the principles of written composition to create coherent media productions.	written composition to create coherent media productions.
Literature	A student at this level has not demonstrated basic understanding of the reading process of comprehending a variety of works from various forms of literature. The student does not analyze works of literature with regard to their historical periods. The student does not understand the characteristics, conventions, and literary terms of a variety of literary genres.	A student at this level demonstrates partial grade level mastery by inconsistently reading and comprehending a variety of works from various forms of literature. The student inconsistently analyzes works of literature with regard to their historical periods. The student inconsistently understands the characteristics, conventions, and literary terms of a variety of literary genres.	A student at this level demonstrates grade level mastery by typically reading and comprehending a variety of works from various forms of literature. The student typically analyzes works of literature with regard to their historical periods. The student typically understands the characteristics, conventions, and literary terms of a variety of literary genres.	A student at this level demonstrates superior grade level mastery by consistently reading and comprehending a variety of works from various forms of literature. The student consistently analyzes works of literature with regard to their historical periods. The student consistently understands the characteristics, conventions, and literary terms of a variety of literary genres.

English I

Standard	Below Basic	Basic	Proficient	Advanced
Standards	Students who perform at this level have not demonstrated mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are not prepared for the next level of study.	Students who perform at this level demonstrate partial mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are minimally prepared for the next level of study.	Students who perform at this level demonstrate mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are well prepared for the next level of study.	Students who perform at this level demonstrate superior mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are significantly prepared for the next level of study.
Language	A student at this level has not demonstrated basic understanding of using standard grammar, usage and mechanics. The student does not use a variety of strategies and resources to determine the meaning, nature, and function of words and phrases. The student does not understand and uses a variety of sentence structures.	A student at this level demonstrates partial grade level mastery by inconsistently using standard grammar, usage and mechanics. The student inconsistently employs a variety of strategies and resources to determine the meaning, nature, and function of words and phrases. The student inconsistently understands and uses correctly a variety of sentence structures.	A student at this level demonstrates grade level mastery by typically using standard grammar, usage, and mechanics. The student typically employs a variety of strategies and resources to determine the meaning, nature, and function of words and phrases. The student typically understands and uses correctly a variety of sentence structures.	A student at this level demonstrates superior grade level mastery by consistently using standard grammar, usage, and mechanics. The student consistently employs a variety of strategies and resources to determine the meaning, nature, and function of words and phrases. The student consistently understands and uses correctly a variety of sentence structures.
Communication	A student at this level has not demonstrated basic understanding of using critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student does not create correct summaries, paraphrases, and critiques of information presented	A student at this level demonstrates partial grade level mastery by inconsistently using effective critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student inconsistently creates correct summaries, paraphrases, and	A student at this level demonstrates grade level mastery by typically using effective critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student typically creates correct summaries, paraphrases, and critiques of	A student at this level demonstrates superior grade level mastery by consistently using effective critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student consistently creates correct summaries, paraphrases, and

Writing	orally. The student does not identify the correct thesis, main points, style, and structure of a speech. A student at this level has not demonstrated basic understanding of producing the correct mode of writing determined by audience and purpose. The student does not employ an appropriate variety of prewriting strategies. The student does not organize ideas into an essay with a clear thesis statement, well-constructed paragraphs, transitions, and a conclusion. The student does not use revision to develop or support ideas more clearly, address potential objections, and correct errors in logic.	critiques of information presented orally. The student inconsistently identifies the correct thesis, main points, style, and structure of a challenging speech. .A student at this level demonstrates partial grade level mastery by inconsistently producing the correct mode of writing determined by audience and purpose. The student inconsistently employs an appropriate variety of prewriting strategies. The student inconsistently organizes ideas effectively into an essay with a clear thesis statement, well-constructed paragraphs, transitions, and a conclusion. The student inconsistently uses revision to develop or support ideas more clearly, address potential objections, and correct errors in logic.	information presented orally. The student typically identifies the correct thesis, main points, style, and structure of a challenging speech. A student at this level demonstrates grade level mastery by typically producing the correct mode of writing determined by audience and purpose. The student typically employs an appropriate variety of prewriting strategies. The student typically organizes ideas effectively into an essay with a clear thesis statement, well-constructed paragraphs, transitions, and a conclusion. The student typically uses revision to develop or support ideas more clearly, address potential objections, and correct errors in logic.	critiques of information presented orally. The student consistently identifies the correct thesis, main points, style, and structure of a challenging speech. A student at this level demonstrates superior grade level mastery by consistently producing the correct mode of writing determined by audience and purpose. The student consistently employs an appropriate variety of prewriting strategies. The student consistently organizes ideas effectively into an essay with a clear thesis statement, well-constructed paragraphs, transitions, and a conclusion. The student consistently uses revision to develop or support ideas more clearly, address potential objections, and correct errors in logic.
Research	A student at this level has not demonstrated basic understanding of defining and narrowing a research topic effectively. The student does not make appropriate distinctions about the validity of sources. The student does not gather and use relevant information from a variety of primary and secondary sources. The student does not use a standard format for text, sources,	A student at this level demonstrates partial grade level mastery by inconsistently defining and narrowing a research topic effectively. The student inconsistently makes appropriate distinctions about the validity of sources. The student inconsistently gathers and uses relevant information from a variety of primary and secondary sources.	A student at this level demonstrates consistent grade level mastery by defining and narrowing a research topic effectively. The student makes appropriate distinctions about the validity of sources. The student gathers and uses relevant information from a variety of primary and secondary sources. The student uses a standard format for text, sources,	A student at this level demonstrates superior grade level mastery by consistently defining and narrowing a research topic effectively. The student consistently makes appropriate distinctions about the validity of sources. The student consistently gathers and uses relevant information from a variety of primary and secondary sources. The student consistently uses a

	documentation, and graphics for a research paper.	The student inconsistently uses a standard format for text, sources, documentation, and graphics for an extended research paper.	documentation, and graphics for an extended research paper.	standard format for text, sources, documentation, and graphics for an extended research paper.
Logic	A student at this level has not demonstrated basic understanding of using effective logic to make appropriate inferences and draw logical conclusions. The student does not analyze text critically for logical relationships and cannot evaluate an argument for logical features of an argument, including deductive and inductive reasoning. The student does not analyze communication for persuasive devices.	The student inconsistently uses effective logic to make appropriate inferences and draw logical conclusions. The student inconsistently analyzes text critically for logical relationships. The student inconsistently and incorrectly evaluates an argument for logical features of an argument, including deductive and inductive reasoning. The student inconsistently analyzes communication correctly for persuasive devices.	The student typically uses effective logic to make appropriate inferences and draw logical conclusions. The student typically analyzes text critically for logical relationships. The student typically evaluates an argument for logical features of an argument, including deductive and inductive reasoning. The student typically analyzes communication correctly for persuasive devices.	The student consistently uses effective logic to make appropriate inferences and draw logical conclusions. The student consistently analyzes text critically for logical relationships. The student consistently evaluates an argument correctly for logical features, including deductive and inductive reasoning. The student consistently analyzes communication correctly for persuasive devices.
Informational Text	A student at this level has not demonstrated basic understanding of comprehending, summarizing, and analyzing the main ideas, organizational structures, and graphics of informational and technical texts.	The student inconsistently and incorrectly comprehends, summarizes, and analyzes the main ideas, organizational structures, and graphics of complex informational and technical texts.	The student typically comprehends, summarizes, and analyzes the main ideas, organizational structures, and graphics of complex informational and technical texts with accuracy.	The student consistently comprehends, summarizes, and analyzes the main ideas, organization structures, and graphics of complex informational and technical texts with accuracy.
Media	A student at this level has not demonstrated basic understanding of evaluating media correctly for their ability to inform, persuade, and entertain. The student does not examine the appropriate agreements and conflicts between the visual and the verbal and does not identify how visual and sound techniques affect messages. The	A student at this level demonstrates partial grade level mastery by inconsistently evaluating media correctly for their ability to inform, persuade, and entertain. The student inconsistently examines the appropriate agreements and conflicts between the visual and the verbal. The student	A student at this level demonstrates grade level mastery by typically evaluating media correctly for their ability to inform, persuade, and entertain. The student typically examines the appropriate agreements and conflicts between the visual and the verbal. The student typically identifies how visual and sound	A student at this level demonstrates superior grade level master by consistently evaluating media correctly for their ability to inform, persuade, and entertain. The student consistently examines the appropriate agreements and conflicts between the visual and the verbal. The student consistently identifies

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	student does not apply and adapt the principles of written composition to create coherent presentations.	inconsistently identifies how visual and sound techniques affect messages. The student inconsistently applies and adapts the principles of written	techniques affect messages. The student typically applies and adapts the principles of written composition to create coherent presentations.	how visual and sound techniques affect messages. The student consistently applies and adapts the principles of written composition to create coherent
		composition to create coherent presentations.		presentations.
Literature	A student at this level has not	The student inconsistently and	The student typically identifies,	The student consistently
	demonstrated basic understanding	incorrectly identifies, analyzes,	analyzes, and compares	identifies, analyzes, and
	of identifying, analyzing, and	and compares significant works	significant works of world	compares significant works of
	comparing works of world	of world literature within their	literature correctly within their	world literature correctly within
	literature within their literary and	literary and historical context.	literary and historical context.	their literary and historical
	historical context. The student	The student inconsistently	The student typically understands	context. The student consistently
	does not understand the	understands the characteristics,	the characteristics, conventions,	understands the characteristics,
	characteristics, conventions, and	conventions, and literary terms of	and literary terms of a variety of	conventions, and literary terms of
	literary terms of a variety of	a variety of literary genres. The	literary genres. The student	a variety of literary genres. The
	literary genres and does not	student inconsistently evaluates	typically evaluates correctly how	student consistently evaluates
	evaluate how the genre articulates	correctly how the genre	the genre articulates the writer's	correctly how the genre
	the writer's vision.	articulates the writer's vision.	vision.	articulates the writer's vision.

English II

Standard	Below Basic	Basic	Proficient	Advanced
Standards	Students who perform at this level have not demonstrated mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are not prepared for the next level of study.	Students who perform at this level demonstrate partial mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are minimally prepared for the next level of study.	Students who perform at this level demonstrate mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are well prepared for the next level of study.	Students who perform at this level demonstrate superior mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are significantly prepared for the next level of study.
Language	A student at this level has not demonstrated basic understanding of using standard grammar, usage and mechanics. The student does not employ a variety of strategies and resources to determine the meaning, nature, and function of words and phrases. The student does not understand and use a variety of sentence structures.	A student at this level demonstrates partial grade level mastery by inconsistently using standard grammar, usage and mechanics. The student inconsistently employs a variety of strategies and resources to determine the meaning, nature, and function of words and phrases. The student inconsistently understands and uses correctly a variety of sentence structures.	A student at this level demonstrates grade level mastery by typically using standard grammar, usage, and mechanics. The student typically employs a variety of strategies and resources to determine the meaning, nature, and function of words and phrases. The student typically understands and uses correctly a variety of sentence structures.	A student at this level demonstrates superior grade level mastery by consistently using standard grammar, usage, and mechanics. The student consistently employs a variety of strategies and resources to determine the meaning, nature, and function of words and phrases. The student consistently understands and uses correctly a variety of sentence structures.
Communication	A student at this level has not demonstrated basic understanding of using effective critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student does not create correct summaries, paraphrases, and critiques of	A student at this level demonstrates partial grade level mastery by inconsistently using effective critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student inconsistently creates correct summaries, paraphrases, and	A student at this level demonstrates grade level mastery by typically using effective critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student typically creates correct summaries, paraphrases, and critiques of	A student at this level demonstrates superior grade level mastery by consistently using effective critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student consistently creates correct summaries, paraphrases, and

Writing	information presented orally and does not identify the correct thesis, main points, style, and structure of a speech. A student at this level has not demonstrated basic understanding of producing the correct mode of writing determined by audience and purpose. The student does not use an appropriate variety of prewriting strategies and does not organize ideas effectively into an essay with a clear thesis statement, well-constructed paragraphs, transitions, and a conclusion. The student does not use revision to develop or support ideas more clearly, address potential objections, and correct errors in logic.	critiques of information presented orally. The student inconsistently identifies the correct thesis, main points, style, and structure of a challenging speech. .A student at this level demonstrates partial grade level mastery by inconsistently producing the correct mode of writing determined by audience and purpose. The student inconsistently employs an appropriate variety of prewriting strategies. The student inconsistently organizes ideas effectively into an essay with a clear thesis statement, well-constructed paragraphs, transitions, and a conclusion. The student inconsistently uses revision to develop or support ideas more clearly, address potential objections, and correct	information presented orally. The student typically identifies the correct thesis, main points, style, and structure of a challenging speech. A student at this level demonstrates grade level mastery by typically producing the correct mode of writing determined by audience and purpose. The student typically employs an appropriate variety of prewriting strategies. The student typically organizes ideas effectively into an essay with a clear thesis statement, well-constructed paragraphs, transitions, and a conclusion. The student typically uses revision to develop or support ideas more clearly, address potential objections, and correct errors in logic.	critiques of information presented orally. The student consistently identifies the correct thesis, main points, style, and structure of a challenging speech. A student at this level demonstrates superior grade level mastery by consistently producing the correct mode of writing determined by audience and purpose. The student consistently employs an appropriate variety of prewriting strategies. The student consistently organizes ideas effectively into an essay with a clear thesis statement, well-constructed paragraphs, transitions, and a conclusion. The student consistently uses revision to develop or support ideas more clearly, address potential objections, and correct errors in
		errors in logic.		logic.
Research	A student at this level has not demonstrated basic understanding of defining and narrowing a research topic effectively. The student does not make appropriate distinctions about the validity of sources and does not gather and use relevant information from a variety of primary and secondary sources. The student does not use a standard format for text, sources,	A student at this level demonstrates partial grade level mastery by inconsistently defining and narrowing a research topic effectively. The student inconsistently makes appropriate distinctions about the validity of sources. The student inconsistently gathers and uses relevant information from a variety of primary and secondary sources.	A student at this level demonstrates consistent grade level mastery by defining and narrowing a research topic effectively. The student makes appropriate distinctions about the validity of sources. The student gathers and uses relevant information from a variety of primary and secondary sources. The student uses a standard format for text, sources,	A student at this level demonstrates superior grade level mastery by consistently defining and narrowing a research topic effectively. The student consistently makes appropriate distinctions about the validity of sources. The student consistently gathers and uses relevant information from a variety of primary and secondary sources. The student consistently uses a

	documentation, and graphics for a research paper.	The student inconsistently uses a standard format for text, sources, documentation, and graphics for an extended research paper.	documentation, and graphics for an extended research paper.	standard format for text, sources, documentation, and graphics for an extended research paper.
Logic	A student at this level has not demonstrated basic understanding of using logic to make inferences and draw logical conclusions. The student does not analyze text for logical relationships or evaluate an argument for logical features of an argument, including deductive and inductive reasoning. The student does not analyze communication for persuasive devices.	The student inconsistently uses effective logic to make appropriate inferences and draw logical conclusions. The student inconsistently analyzes text critically for logical relationships. The student inconsistently and incorrectly evaluates an argument for logical features of an argument, including deductive and inductive reasoning. The student inconsistently analyzes communication correctly for persuasive devices.	The student typically uses effective logic to make appropriate inferences and draw logical conclusions. The student typically analyzes text critically for logical relationships. The student typically evaluates an argument for logical features of an argument, including deductive and inductive reasoning. The student typically analyzes communication correctly for persuasive devices.	The student consistently uses effective logic to make appropriate inferences and draw logical conclusions. The student consistently analyzes text critically for logical relationships. The student consistently evaluates an argument correctly for logical features, including deductive and inductive reasoning. The student consistently analyzes communication correctly for persuasive devices.
Informational	A student at this level has not	The student inconsistently and	The student typically	The student consistently
Text	demonstrated basic understanding of comprehending, summarizing, and analyzing the main ideas, organizational structures, and graphics of informational and technical texts.	incorrectly comprehends, summarizes, and analyzes the main ideas, organizational structures, and graphics of complex informational and technical texts.	comprehends, summarizes, and analyzes the main ideas, organizational structures, and graphics of complex informational and technical texts with accuracy.	comprehends, summarizes, and analyzes the main ideas, organization structures, and graphics of complex informational and technical texts with accuracy.
Media	A student at this level has not demonstrated basic understanding of evaluating media for their ability to inform, persuade, and entertain. The student does not examine the appropriate agreements and conflicts between the visual and the verbal and does not identify how visual and sound techniques affect messages. The student does not apply and adapt	A student at this level demonstrates partial grade level mastery by inconsistently evaluating media correctly for their ability to inform, persuade, and entertain. The student inconsistently examines the appropriate agreements and conflicts between the visual and the verbal. The student inconsistently identifies how	A student at this level demonstrates grade level mastery by typically evaluating media correctly for their ability to inform, persuade, and entertain. The student typically examines the appropriate agreements and conflicts between the visual and the verbal. The student typically identifies how visual and sound techniques affect messages. The	A student at this level demonstrates superior grade level master by consistently evaluating media correctly for their ability to inform, persuade, and entertain. The student consistently examines the appropriate agreements and conflicts between the visual and the verbal. The student consistently identifies how visual and sound techniques

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	the principles of written composition to create presentations.	visual and sound techniques affect messages. The student inconsistently applies and adapts the principles of written composition to create coherent	student typically applies and adapts the principles of written composition to create coherent presentations.	affect messages. The student consistently applies and adapts the principles of written composition to create coherent presentations.
		presentations.		
Literature	A student at this level has not	The student inconsistently and	The student typically identifies,	The student consistently
	demonstrated basic understanding	incorrectly identifies, analyzes,	analyzes, and compares	identifies, analyzes, and
	of identifying, analyzing, and	and compares significant works	significant works of world	compares significant works of
	comparing works of world	of world literature within their	literature correctly within their	world literature correctly within
	literature within their literary and	literary and historical context.	literary and historical context.	their literary and historical
	historical context. The student	The student inconsistently	The student typically understands	context. The student consistently
	does not understand the	understands the characteristics,	the characteristics, conventions,	understands the characteristics,
	characteristics, conventions, and	conventions, and literary terms of	and literary terms of a variety of	conventions, and literary terms of
	literary terms of a variety of	a variety of literary genres. The	literary genres. The student	a variety of literary genres. The
	literary genres. The student does	student inconsistently evaluates	typically evaluates correctly how	student consistently evaluates
	not evaluate how the genre	correctly how the genre	the genre articulates the writer's	correctly how the genre
	articulates the writer's vision.	articulates the writer's vision.	vision.	articulates the writer's vision.

English III

Standard	Below Basic	Basic	Proficient	Advanced
Standards	Students who perform at this level have not demonstrated mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are not prepared for the next level of study.	Students who perform at this level demonstrate partial mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are minimally prepared for the next level of study.	Students who perform at this level demonstrate mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are well prepared for the next level of study.	Students who perform at this level demonstrate superior mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are significantly prepared for the next level of study.
Language	A student at this level has not demonstrated basic understanding of using standard grammar, usage and mechanics. The student does not employ a variety of strategies and resources to determine the meaning, nature, and function of words and phrases. The student does not understand and use a variety of sentence structures. The student does not recognize language as a reflection of time and culture.	A student at this level demonstrates partial grade level mastery by inconsistently using standard grammar, usage and mechanics. The student inconsistently employs a variety of strategies and resources to determine the meaning, nature, and function of words and phrases. The student inconsistently understands and uses correctly a variety of sentence structures. The student inconsistently recognizes language as a reflection of time and culture.	A student at this level demonstrates grade level mastery by typically using standard grammar, usage, and mechanics. The student typically employs a variety of strategies and resources to determine the meaning, nature, and function of words and phrases. The student typically understands and uses correctly a variety of sentence structures. The student typically recognizes language as a reflection of time and culture.	A student at this level demonstrates superior grade level mastery by consistently using standard grammar, usage, and mechanics. The student consistently employs a variety of strategies and resources to determine the meaning, nature, and function of words and phrases. The student consistently understands and uses correctly a variety of sentence structures. The student consistently recognizes language as a reflection of time and culture.

Communication	A student at this level has not	A student at this level	A student at this level	A student at this level
Communication	demonstrated basic understanding	demonstrates partial grade level	demonstrates grade level mastery	demonstrates superior grade level
	of using effective critical	mastery by inconsistently using	by typically using effective	mastery by consistently using
		effective critical listening skills		
	listening skills essential for		critical listening skills essential	effective critical listening skills
	comprehension, evaluation,	essential for comprehension,	for comprehension, evaluation,	essential for comprehension,
	problem solving, and task	evaluation, problem solving, and	problem solving, and task	evaluation, problem solving, and
	completion. The student does not	task completion. The student	completion. The student typically	task completion. The student
	create correct summaries,	inconsistently creates correct	creates correct summaries,	consistently creates correct
	paraphrases, and critiques of	summaries, paraphrases, and	paraphrases, and critiques of	summaries, paraphrases, and
	information presented orally and	critiques of information presented	information presented orally. The	critiques of information presented
	does not identify the correct	orally. The student inconsistently	student typically identifies the	orally. The student consistently
	thesis, main points, style, and	identifies the correct thesis, main	correct thesis, main points, style,	identifies the
	structure of a speech.	points, style, and structure of a	and structure of a complex	
		complex speech.	speech.	
Writing	A student at this level has not	.A student at this level	A student at this level	A student at this level
	demonstrated basic understanding	demonstrates partial grade level	demonstrates grade level mastery	demonstrates superior grade level
	of producing the correct mode of	mastery by inconsistently	by typically producing the correct	mastery by consistently
	writing determined by audience	producing the correct mode of	mode of writing determined by	producing the correct mode of
	and purpose. The student does	writing determined by audience	audience and purpose. The	writing determined by audience
	not use an appropriate variety of	and purpose. The student	student typically employs an	and purpose. The student
	prewriting strategies and does not	inconsistently employs an	appropriate variety of prewriting	consistently employs an
	organize ideas effectively into an	appropriate variety of prewriting	strategies. The student typically	appropriate variety of prewriting
	essay with a clear thesis	strategies. The student	organizes ideas effectively into	strategies. The student
	statement, well-constructed	inconsistently organizes ideas	an essay with a clear thesis	consistently organizes ideas
	paragraphs, transitions, and a	effectively into an essay with a	statement, well-constructed	effectively into an essay with a
	conclusion. The student does not	clear thesis statement, well-	paragraphs, transitions, and a	clear thesis statement, well-
	use revision to develop or support	constructed paragraphs,	conclusion. The student typically	constructed paragraphs,
	ideas more clearly, address	transitions, and a conclusion. The	uses revision to develop or	transitions, and a conclusion. The
	potential objections, and correct	student inconsistently uses	support ideas more clearly,	student consistently uses revision
	errors in logic.	revision to develop or support	address potential objections, and	to develop or support ideas more
	_	ideas more clearly, address	correct errors in logic.	clearly, address potential
		potential objections, and correct		objections, and correct errors in
		errors in logic.		logic.

Research	A student at this level has not	A student at this level	A student at this level	A student at this level
	demonstrated basic understanding	demonstrates partial grade level	demonstrates consistent grade	demonstrates superior grade level
	of defining and narrowing a	mastery by inconsistently	level mastery by defining and	mastery by consistently defining
	research topic effectively. The	defining and narrowing a	narrowing a research topic	and narrowing a research topic
	student does not make	research topic effectively. The	effectively. The student makes	effectively. The student
	appropriate distinctions about the	student inconsistently makes	appropriate distinctions about the	consistently makes appropriate
	validity of sources and does not	appropriate distinctions about the	validity of sources. The student	distinctions about the validity of
	gather and use relevant	validity of sources. The student	gathers and uses relevant	sources. The student consistently
	information from a variety of	inconsistently gathers and uses	information from a variety of	gathers and uses relevant
	primary and secondary sources.	relevant information from a	primary and secondary sources.	information from a variety of
	The student does not use a	variety of primary and secondary	The student uses a standard	primary and secondary sources.
	standard format for text, sources,	sources. The student	format for text, sources,	The student consistently uses a
	documentation, and graphics for	inconsistently uses a standard	documentation, and graphics for	standard format for text, sources,
	a research paper.	format for text, sources,	an extended research paper.	documentation, and graphics for
		documentation, and graphics for		an extended research paper.
		an extended research paper.		
Logic	A student at this level has not	The student inconsistently uses	The student typically uses	The student consistently uses
	demonstrated basic understanding	effective logic to make	effective logic to make	effective logic to make
	of using logic to make inferences	appropriate inferences and draw	appropriate inferences and draw	appropriate inferences and draw
	and draw logical conclusions.	logical conclusions. The student	logical conclusions. The student	logical conclusions. The student
	The student does not analyze text	inconsistently analyzes text	typically analyzes text critically	consistently analyzes text
	for logical relationships or	critically for logical relationships.	for logical relationships. The	critically for logical relationships.
	evaluate an argument for logical	The student inconsistently and	student typically evaluates an	The student consistently
	features of an argument,	incorrectly evaluates an argument	argument for logical features of	evaluates an argument correctly
	including deductive and inductive	for logical features of an	an argument, including deductive	for logical features, including
	reasoning. The student does not	argument, including deductive	and inductive reasoning. The	deductive and inductive
	analyze communication for	and inductive reasoning. The	student typically analyzes	reasoning. The student
	persuasive devices.	student inconsistently analyzes	communication correctly for	consistently analyzes
		communication correctly for	persuasive devices.	communication correctly for
		persuasive devices.		persuasive devices.

Informational Text	A student at this level has not demonstrated basic understanding of comprehending, summarizing, and analyzing the main ideas, organizational structures, and graphics of informational and technical texts.	The student inconsistently and incorrectly comprehends, summarizes, and analyzes the main ideas, organizational structures, and graphics of complex informational and technical texts.	The student typically comprehends, summarizes, and analyzes the main ideas, organizational structures, and graphics of complex informational and technical texts with accuracy.	The student consistently comprehends, summarizes, and analyzes the main ideas, organization structures, and graphics of complex informational and technical texts with accuracy.
Media	A student at this level has not demonstrated basic understanding of evaluating media for their ability to inform, persuade, and entertain. The student does not examine the appropriate agreements and conflicts between the visual and the verbal and does not identify how visual and sound techniques affect messages. The student does not apply and adapt the principles of written composition to create presentations.	A student at this level demonstrates partial grade level mastery by inconsistently evaluating media correctly for their ability to inform, persuade, and entertain. The student inconsistently examines the appropriate agreements and conflicts between the visual and the verbal. The student inconsistently identifies how visual and sound techniques affect messages. The student inconsistently applies and adapts the principles of written composition to create coherent presentations.	A student at this level demonstrates grade level mastery by typically evaluating media correctly for their ability to inform, persuade, and entertain. The student typically examines the appropriate agreements and conflicts between the visual and the verbal. The student typically identifies how visual and sound techniques affect messages. The student typically applies and adapts the principles of written composition to create coherent presentations.	A student at this level demonstrates superior grade level master by consistently evaluating media correctly for their ability to inform, persuade, and entertain. The student consistently examines the appropriate agreements and conflicts between the visual and the verbal. The student consistently identifies how visual and sound techniques affect messages. The student consistently applies and adapts the principles of written composition to create coherent presentations.
Literature	A student at this level has not demonstrated basic understanding of identifying, analyzing, and comparing works of American literature within their literary and historical context. The student does not understand the characteristics, conventions, and literary terms of a variety of literary genres. The student does not evaluate how the genre articulates the writer's vision.	The student inconsistently and incorrectly identifies, analyzes, and compares significant works of American literature within their literary and historical context. The student inconsistently understands the characteristics, conventions, and literary terms of a variety of literary genres. The student inconsistently evaluates correctly how the genre articulates the writer's vision.	The student typically identifies, analyzes, and compares significant works of American literature correctly within their literary and historical context. The student typically understands the characteristics, conventions, and literary terms of a variety of literary genres. The student typically evaluates correctly how the genre articulates the writer's vision.	The student consistently identifies, analyzes, and compares significant works of American literature correctly within their literary and historical context. The student consistently understands the characteristics, conventions, and literary terms of a variety of literary genres. The student consistently evaluates correctly how the genre articulates the writer's vision.